

# English Learners (EL) / Title III



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ONGL-Division of Learning Services

Diverse Learners Branch

### New EL Coordinators Topics

- EL Requirements / Plan
- EL/Title III 2017-18 Timeline
- **EL** Identification
- Program Service Plan (PSP)
- Required Infinite Campus information
- ▶ EL Data Collection
- Title III EL and Immigrant Subgrants
- Resources



# District Legal Obligations

- Districts must design and implement services and programs that enable ELs to attain English proficiency
- Provide support to enable ELs equal opportunity to participate in the curriculum
- Provide equal opportunities for EL students to participate in co-curricular and extracurricular programs and activities.



#### EL Plan (Lau Plan)

- Identification
- **Effective LIEP**
- Trained staff and support
- Equal access/participation opportunities
- > Serve opt out students
- Annual ELP Assessment (ACCESS 2.0)
- Monitoring Exited ELs (4 years)
- Evaluation of EL Program



# EL/Title III 2017-2018 Timeline

| Dates   | Purpose  |
|---|--|
| September 12-13: Developing High Challenge/High<br>Support Lessons for English Learners<br>October 31 –November 1: Follow-up session<br>(Frankfort) | <ul> <li>Workshop strategies developed through Stanford         University's Understanding Language initiative</li> <li>Participants engage in upper elementary and middle school exemplars that scaffold the reading of complex texts for English Learners.</li> <li>Participants design and implement lessons/units</li> </ul> |
| September 2017: Foundational Concepts Online Module Companion Guide (WIDA eLearning using Online Modules)   | WIDA provides participants tutorials and materials to<br>work with a PLC group to build capacity in a school or<br>district around ELs and English language development<br>within academic settings  |
| October 1 – IC Data for USED  | USDE report on EL Enrolled as of October 1 (districts<br>need to check for Critical Errors and EL information<br>in Infinite Campus before October 1)  |
| November 29-30: Scaffolding Workshop (WIDA facilitator Allyson Newton) (Frankfort)  | Two-day WIDA Scaffolding Workshop will be interactive<br>and focused on expanding instructional practices that<br>foster high challenge and high support learning<br>opportunities for students  |
| February 19, 2018 : Scaffolding Extension webinar (Online)  | <ul> <li>Extension for the Scaffolding Workshop.</li> <li>Goes beyond the workshop and goes deeper into the content</li> <li>Provides an additional resource to reinforce and build on the learning that occurred in the workshop</li> </ul>   |



## EL/Title III 2017-2018 Timeline

| Dates  | Purpose  |
|--|--|
| January 2018 - May 2018 Consolidated Monitoring  | <ul> <li>14 districts randomly selected in fall of 2017</li> <li>http://education.ky.gov/federal/progs/scmi/Pages/default.aspx</li> </ul>  |
| January - February ACCESS Testing  | Federally required English proficiency assessment  Check DAC emails  Chris.williams@education.ky.gov (OAA)   |
| January – Declaration of Participation forms to<br>Superintendent  | <ul> <li>From Division of Budget and Financial Management</li> <li>First step in applying for Title III</li> <li>Consultation with PNP</li> </ul>  |
| March 16 – State LEP Extract  April 16 – Intent to Participate completed in GMAP                                       | <ul> <li>Initial count for determining Title III allocations</li> <li>Count is not final and allocations will be tentative</li> </ul>  |
| Spring 2018 – End of the Year Trainings  | Regional training sessions for EL Coordinators   |
| May 1 - 31 Infinite Campus Data Clean up   | Districts run LEP Extract in Infinite Campus and correct<br>Critical Errors  |
| June 1, 2018 - KDE runs LEP Extract in IC State Edition; Immigrant Ad Hoc run (Immigrant data also run in September)   | <ul> <li>Used to obtain final count for Title III EL and Immigrant<br/>Subgrants allocations</li> <li>SEEK allocations</li> </ul>  |
| June 1– Title III Subgrant Plan and Budget Applications due in Grant Management Application and Planning (GMAP) system | <ul> <li>Required by USED to receive Title III Subgrant funds</li> <li>Annual Performance Report (APR) submitted as part of GMAP Program Details - Information required by the USED for annual Consolidated State Performance Report (CSPR)</li> </ul> |



# Our Commonwealth Education

#### EL Identification

# Home Language Survey (HLS)

- Identifies <u>POTENTIAL</u> English learners (ELs)
- Current required questions:
  - 1) What is the language most frequently spoken at home?
  - 2) Which language did your child learn when he/she first began to talk?
  - What language does your child most frequently speak at home?
  - 4) What language do you most frequently speak to your child?



#### HLS Administrative Procedures

- Clearly inform the parents of HLS purpose and use of information
  - Can be part of enrollment sheet
- Administrative procedures that are standardized
- Annual training
  - USED Guidance Documents (May 2014)
- If HLS identifies as "potential" EL:
  - W-APT for Kindergarten
  - WIDA Screener Online Grades 1-12



#### Kentucky Department of Education English Learner (EL) Identification

Administer Home Language Survey (HLS) to all students upon enrollment



The HLS shall be based at a minimum on four questions.

- 1. What is the language most frequently spoken at home?
- 2. Which language did your child learn when he/she first began to talk?
- 3. What language does your child most frequently speak at home?
- 4. What language do you most frequently speak to your child?



If any of the answers is a language other than English, student is a "potential EL"



If Kindergarten administer W-Apt; grades 1 -12, WIDA Screener Online



If the student in grades 1-12 scores below a 4.5 overall composite the student would be identified as an English learner (EL). A Kindergarten student who has taken the W-APT test must be enrolled as an EL student because all 4 domains are not assessed.



All responses English, no additional action taken.

If the student in grades 1-12 scores a 4.5 overall composite the student would be identified as Initially Fully English Proficient (IFEP). Grades 1-12 students identified as IFEP will not take the ACCESS in January.



The district is required to notify and provide the PSP to the parents within 30 days if the student was enrolled at the beginning of the school year and within 2 weeks if the student enrolled after the start of the school year. Program Service Plan (PSP) should be developed for the student. Student will take ACCESS in January.



# WIDA Screener Online, K W-APT and ACCESS 2.0

- Chris Williams

  (chris.williams@education.ky.gov) Office of

  Assessment and Accountability (OAA)
- WIDA Screener Online and ACCESS training
- DAC Emails
- KDE <u>Assessment Regulations Training</u>
   webpage



#### Program Service Plan (PSP)

- Reason for identification as EL (*HLS and WIDA Screener Online/K W-APT*)
- Level of English proficiency (using WIDA Screener Online/K W-APT or ACCESS)
- Level of academic achievement (previous academic records and/or assessments)
- How the instructional program will address the student's educational strengths and individual needs
  - If the student also is identified as ELSWD, information should be included on how program will meet IEP annual goals
- How the program will address English language learning and acquisition
- How the student will meet age-appropriate academic achievement standards
- Expected rate of transition/exit out of EL status
- Parent's right to decline enrollment in the program or the method of instruction
- Parent notification within <u>30 calendar days</u> at beginning of school year and within <u>2</u> <u>weeks</u> if student transfers in during the school year



#### Parent Refusal of Services

- Parents have the right to refuse EL services or the *type* of EL services being offered by district
  - Do parents fully understand?
- Document reason for opting out
- ▶ OCR still must help student achieve ELP
  - Content teacher training
- Required to take ACCESS each year until ELP (federal requirement)
- IC must have Service Type (Sheltered English Instruction) and at least 1 Instructional Accommodation

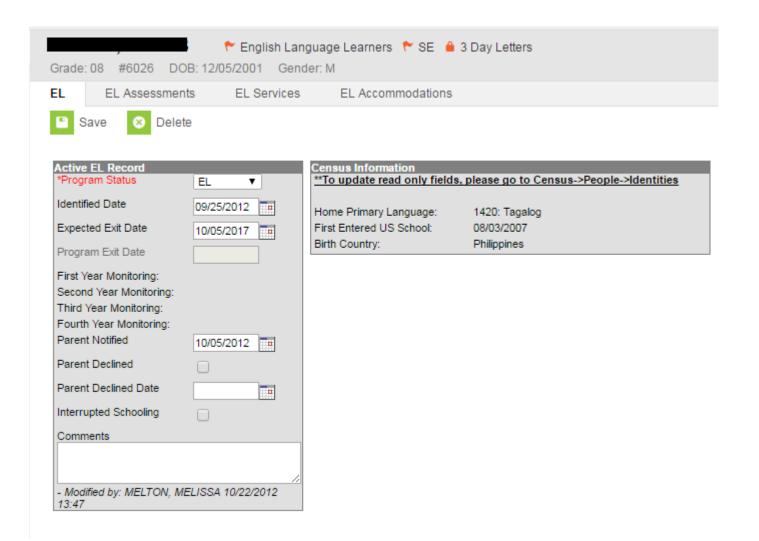




# Infinite Campus

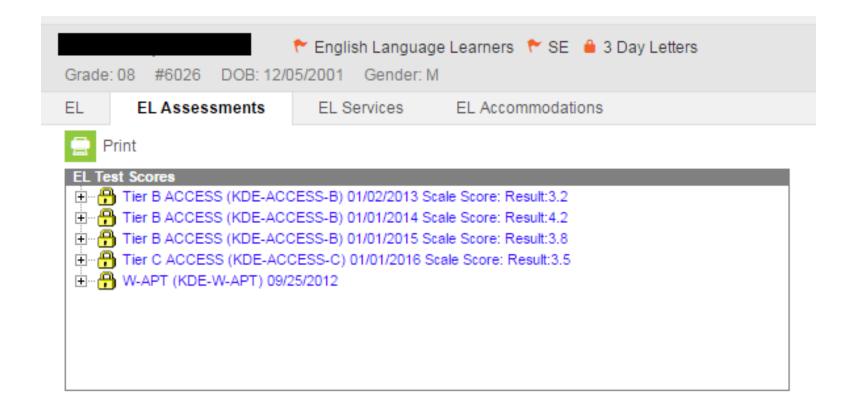
**EL Student Requirements** 

#### EL Tab



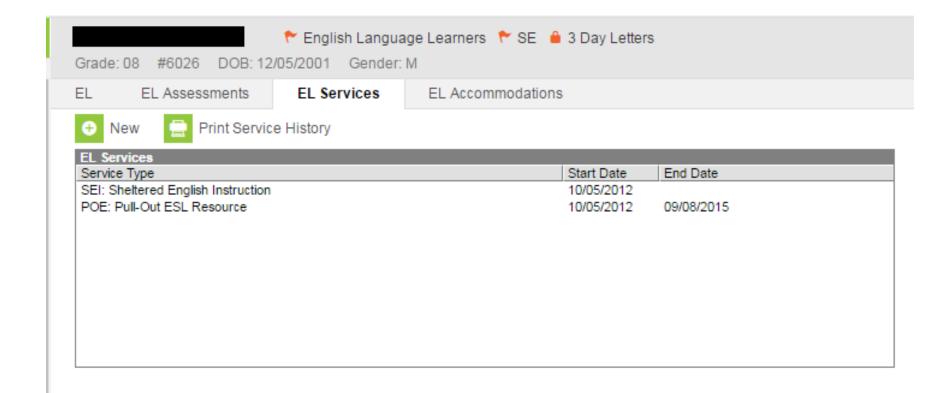


#### **EL Assessments**



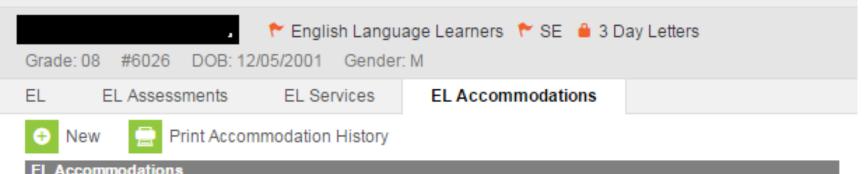


### **EL Services**





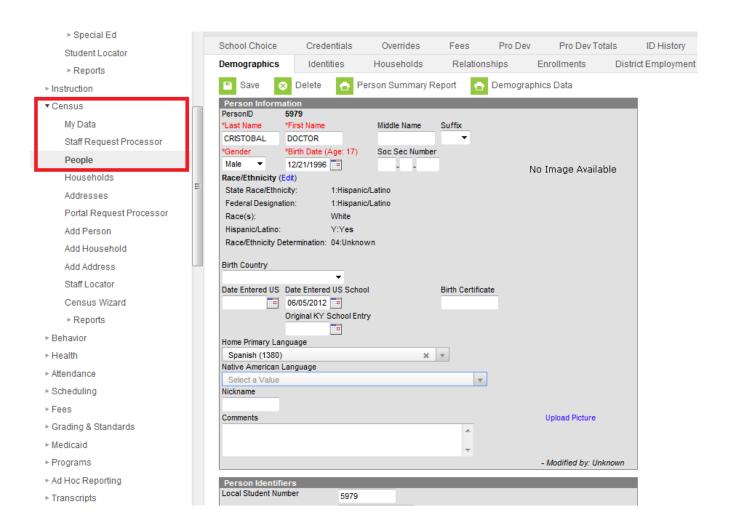
#### **EL Accommodations**



| EL Accommodations                               |      |            |            |   |
|---|------|------------|------------|---|
| Name  | Туре | Start Date | End Date   |   |
| VO-I: Provide Visuals / Organizers              | T    | 08/29/2016 |            |   |
| AC-I: Engage in Acad. Conv.                     | 1    | 08/29/2016 |            |   |
| BK-I: Build Background Knowledge                | 1    | 08/29/2016 |            |   |
| RTE-I: Read Text in English                     | 1    | 10/05/2012 | 09/11/2013 |   |
| PC-I: Prompting / Cueing                        | 1    | 10/05/2012 | 09/11/2013 |   |
| RLC-A: Reader (w/limited conditions) (INACTIVE) | A    | 10/05/2012 | 09/11/2013 |   |
| PC-A: Prompting/Cueing (INACTIVE)               | Α    | 10/05/2012 | 09/11/2013 |   |
| SB-A: Use of Scribe                             | Α    | 10/05/2012 | 08/29/2016 |   |
| SB-I: Scribe Responses                          | 1    | 10/05/2012 | 08/29/2016 |   |
| SL-I: Simplified Language                       | 1    | 10/05/2012 | 08/29/2016 | _ |
| St. A. Simplified Language                      | ٨    | 10/05/2012 | 08/20/2016 | * |

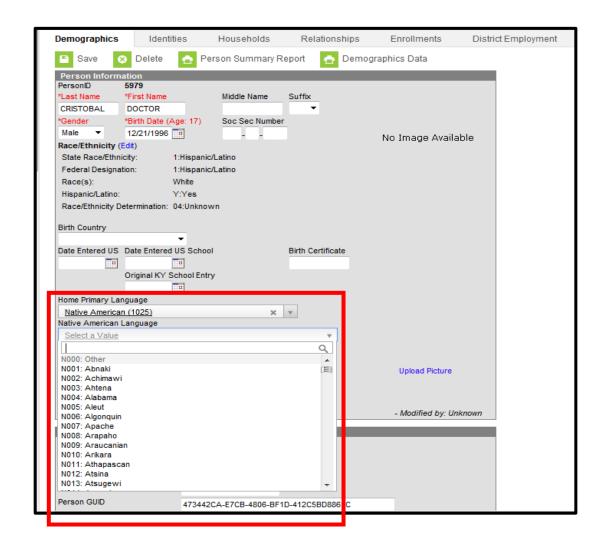


# Home Primary Language



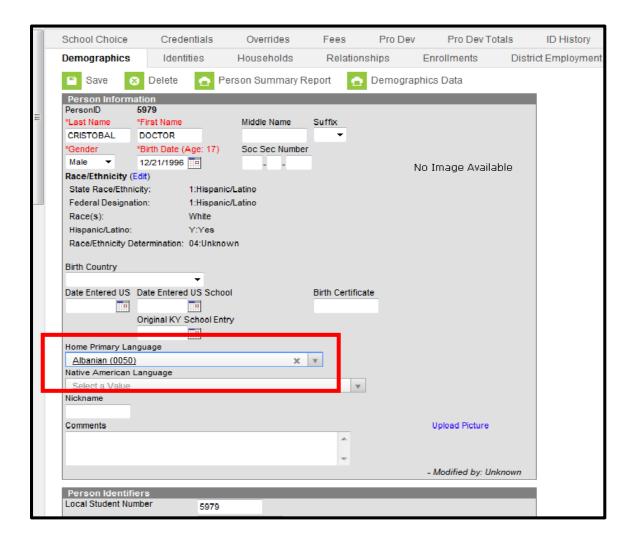


# Home Primary Language





# Home Primary Language





#### **EL Data Collection**

- October 1 (federal reporting)
- Annual Performance Report (APR) now collected through GMAP
- March 16 LEP Extract from Infinite Campus (tentative Title III allocations)
- End of Year (June 1) LEP Extract
  - Title III final counts for allocations
  - SEEK funding
  - Immigrant counts for Subgrants (transitioning to fall data pull)

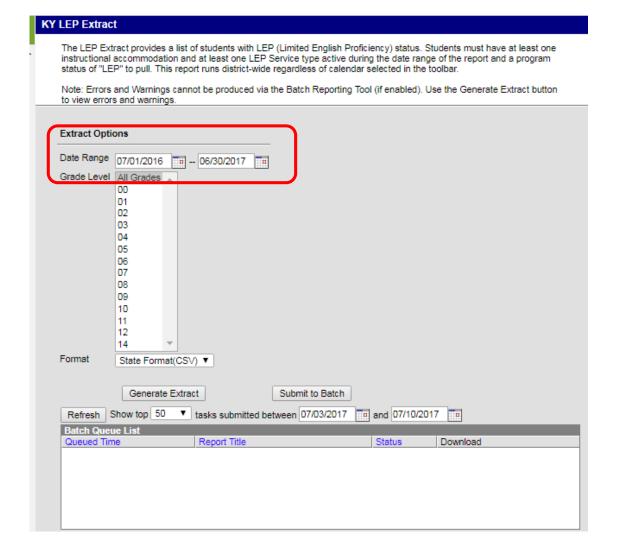


#### October 1 Count

- U.S. Department of Education (USED) requires a count of all LEP students enrolled on 10/1
- Infinite Campus (IC) LEP extract date range: start and end date of October 1 of current year
- ▶ KDE will pull the data from IC
- Districts should run extract on a regular basis and check student list
  - Correct Critical Errors
  - Ensure all ELs being served



#### IC LEP Extract





# Generating the Report

There are errors and/or warnings in the extract (See below) Click Here to generate the reports

Error/Warning Table of Contents: (If warning/error count is 0, there are no warnings/errors to report.)

Critical Error. The following records do not have a selection of at least one LEP Service type which overlaps the date range specified in the extract editor. These students will NOT be included in the LEP extract. (Number of Records: 0)

Critical Error: The following records do not have a selection of Instructional Accommodation. These students will NOT be included on the LEP extract. (Number of Records: 0)

Critical Error: The following records have a Home Language selection of 0400: English. These students will NOT be included on the LEP extract. (Number of Records:

Warning: The following records have a Home Language selection of 1630: Other. The students will be included on the LEP extract. (Number of Records: 0)

Warning: Home Primary Language is set to Native American, but Native American Language is not selected. These students will be included on the LEP extract. (Number of Records: 0)

Warning: Native American Language is selected, but Home Primary Language is not set to Native American. These students will be included on the LEP extract. (Number of Records: 0)

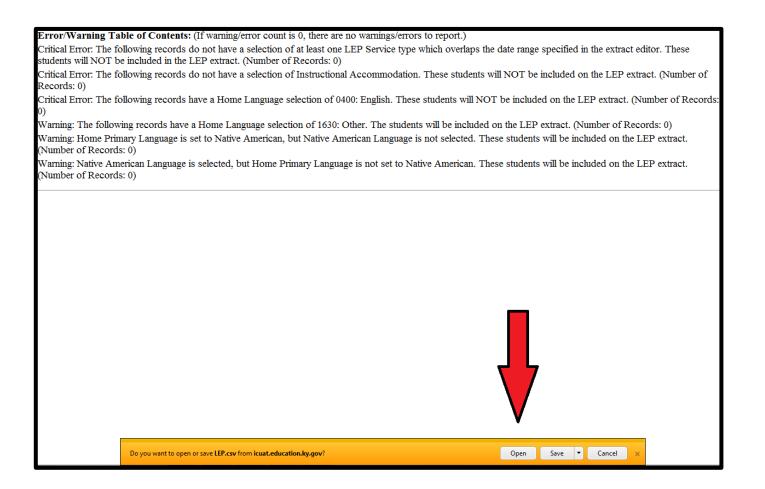


# Critical Error – will not pull data Warning – will pull data

| Critical Error: T | he following records have a l | Home Language  | selection of (                 | )400: Englisl | h. Tese stude | ents will NOT be included on the LEP extract. (Number of Records |
|-------------------|-------------------------------|----------------|--------------------------------|---------------|---------------|--|
| SchoolNumber      | SchoolName                    | StateStudentID | LastName                       | FirstName     | MiddleInitial |  |
| 3                 | Knox County Middle School     | 27823          | JACKSON                        | JEREMIAH      |               |  |
| 30                | Jesse D Lay Elementary School | 30088          | CRISTOBAL                      | EDDIE         | A             |  |
| arning: The fo    |                               |                | ction of 1630:<br>Tame   FName |               | _             | be included on the LEP extract. (Number of Records:1)            |
|                   |                               |                | RICLE JOHN                     |               | =             |  |



#### LEP Extract





# Annual Performance Report (APR)

- Required for Federal Reporting
- Completed in GMAP in Program Details
  - EL specific PD provided
  - Number PD participants
  - Types of EL Instructional Services provided by district/consortium



How does the June 1 LEP Extract affect district funding?



**SEEK** funding



# Data Cleanup – LEP extract

- ► Annual data cleanup May 1 May 31
- Critical Errors will not count as EL student
  - No Service Type
  - No Accommodations
  - > Home Language English
- ▶ EL data extract June 1
  - Federal funding calculations (Title III subgrant)
  - SEEK funding





# Title III Subgrants

Application Process and Evaluation

#### Title III Subgrants

- Federal requirement to qualify minimum \$10,000
  - Consortium
- **Supplemental** Funds
  - Effective EL Instruction
  - Professional Development
  - Parent, family and community engagement
- ▶ Declaration of Participation (Supt.) Jan.
- Tentative Allocations March/April
- ▶ Intent to Participate (GMAP) April 16
- Subgrant Application (EL Coordinator) June
  - Subgrant Budget (w/ Finance Officer)
  - Submitted as part of GMAP Consolidated Application
- Final Allocations after July 1





# Immigrant

Infinite Campus
Immigrant Title III Subgrants

## Immigrant Definition

#### Immigrant Children and Youth -

- the term 'immigrant children and youth' means individuals who—
  - (A) are aged 3 through 21;
  - (B) were not born in any State; and
  - (C) have not been attending one or more schools in any one or more States for more than 3 full academic years.



## Immigrant Grants

- District has experienced a "significant increase", as compared to the average of the 2 preceding fiscal years, in the percentage or number of immigrant children and youth
- Data is pulled and calculated in September



#### **Immigrant Grants**

District must provide enhanced instructional opportunities for immigrant children and youth, which may include:

- Family literacy, parent *and family* outreach, and training activities designed to assist parents *and families* to become active participants in the education of their children;
- Recruitment of and support for personnel, including teachers and paraprofessionals who have been specifically trained, or are being trained, to provide services to immigrant children and youth;
- Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;
- Identification, *development*, and acquisition of curricular materials, educational software, and technologies to be used in the program;
- Basic instruction services that are directly attributable to the presence of immigrant children and youth
  in the LEA, including the payment of costs of providing additional classroom supplies, costs of
  transportation, or such other costs as are directly attributable to such additional basic instruction
  services;
- Other instruction services that are designed to assist immigrant children and youth to achieve in elementary and secondary schools in the U.S., such as programs of introduction to the educational system and civics education; and
- Activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents *and families* of immigrant children and youth by offering comprehensive community services.

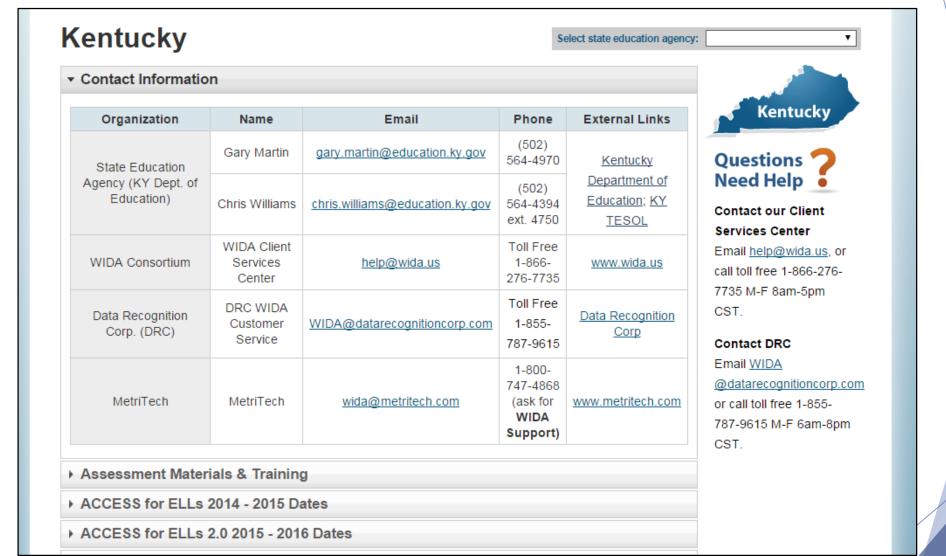


#### Resource Information

- District Guide for English LearnersProgram
- **OELA Tool Kit**
- Newcomer Tool Kit
- **DOJ Enrollment rights letter**
- **DOJ Questions & Answers on enrollment**
- KSIS Data Standards
- English Learners (EL) and English as a
   Second Language (ESL) Program



#### WIDA> Consortium> Members> Kentucky





# Dear Colleague Letter(DCL)

Joint Guidance from USED Office of Civil Rights (OCR) and Department of Justice (DOJ) Civil Rights Division

• January 7, 2015



#### OCR and DOJ EL GUIDANCE

Jointly Released by OCR and DOJ on January 7, 2015 - Available at

http://www2.ed.gov/about/offices/list/ocr/ellresources.html

http://www.justice.gov/crt/about/edu/

- Title VI of the Civil Rights Act of 1964 (Title VI) and the Equal Educational Opportunities Act of 1974 (EEOA)
  - Public schools must ensure that EL students can participate meaningfully and equally in educational programs.
  - Guidance is available in multiple languages.



#### TEN MAIN CIVIL RIGHTS ISSUES COVERED BY THE EL GUIDANCE

- 1. Identification and assessment
- 2. Language assistance program
- 3. Staffing and supporting an EL program
- Meaningful access to curricular and extra curricular programs
- 5. Unnecessary segregation
- Evaluating EL students for special education & providing special education
- 7. Opting out of EL programs
- 8. Monitoring and exiting EL students
- 9. Evaluating the effectiveness of a program
- 10. Meaningful communication with LEP parents



#### **FACT SHEETS**

OCR and DOJ created two facts sheets:

- 1. Ensuring English Learner Students Can Participate Meaningfully and Equally in Educational Programs
  - This fact sheet provides an overview of the joint guidance, but does not attempt to comprehensively address all of the issues in the guidance.
  - The fact sheets focuses on the responsibilities of school districts.
- 2. <u>Information for Limited English Proficient Parents and for Schools</u> and School Districts that Communicate with Them
  - This fact sheet answers common questions about the rights of parents and guardians who do not speak, listen, read, or write English proficiently because it is not their primary language.
- The facts sheets are available in 11 languages



#### ENGLISH LEARNER TOOL KIT

- Intended to help state and local education agencies in meeting their obligations to English Learners (ELs)
- Should be read in conjunction with the *Dear Colleague Letter*
- There are ten chapters of the EL Toolkit
  - Each chapter aligned to reflect one section of the *Dear Colleague Letter*
- Each EL Tool Kit chapter contains
  - Overview,
  - Sample tools, and
  - Resources relevant to the topic of the chapter



#### **Contact Information**

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